ARDEN ELEMENTARY 1300 Ashley St. Columbia, South Carolina 29203 K-5 Elementary School GRADES 375 Students ENROLLMENT Dr. Eugene George 803-735-3400 PRINCIPAL SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500 Vince Ford 803-231-7556 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 3 59 41 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. WWW.MYSCSCHOOLS.COM

FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.SCEOC.ORG

ND

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Average	Average	N/A
2003 2004	Average	Unsatisfactory	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School

Elementary Schools with Students like Ours

37.7

Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

	Teachers	Students	Parents
Number of surveys returned	30	68	44
Percent satisfied with learning environment	90.0%	82.4%	82.9%
Percent satisfied with social and physical environment	93.1%	83.8%	72.1%

58.6%

76.2%

86.8%

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

Percent satisfied with home-school relations

PACT PERFORMANCE	E BY GR	OUP						
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All students	200	100.0	37.7	1911Sh/Lan 44.6	nguage Ar 17.7	N/A	17.7	17.6
Gender	200	100.0	51.1	44.0	17.7	IN/A	17.7	17.0
Male	98	100.0	44.3	41.8	13.9	N/A	13.9	17.6
Female	102	100.0	32.3	46.9	20.8	N/A	20.8	17.6
Racial/Ethnic Group	.02							
White	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	182	100.0	36.3	45.0	18.8	N/A	18.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	16	100.0	53.8	38.5	7.7	N/A	7.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	183	100.0	36.0	44.7	19.3	N/A	19.3	17.6
Disabled	17	100.0	57.1	42.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	200	100.0	37.7	44.6	17.7	N/A	17.7	17.6
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	191	100.0	35.5	45.8	18.7	N/A	18.7	17.6
Socio-Economic Status								
Subsidized meals	174	100.0	40.7	44.7	14.7	N/A	14.7	17.6
Full-pay meals	26	100.0	20.0	44.0	36.0	N/A	36.0	17.6
All students	000	100.0	00.0		matics	0.0	40.0	45.5
Gender	200	100.0	36.0	51.4	12.0	0.6	12.6	15.5
Male Sender	00	100.0	20.7	40.4	42.0	4.0	45.0	45.5
Male Female	98	100.0	36.7	48.1	13.9	1.3	15.2	15.5
Racial/Ethnic Group	102	100.0	35.4	54.2	10.4	N/A	10.4	15.5
White	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	182	100.0	34.4	53.1	11.9	0.6	12.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	16	100.0	53.8	38.5	7.7	N/A	7.7	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	IN/A	0.0	11//-1	IN/A	11/71	IN/A	IN/A	10.0
Not disabled	183	100.0	34.8	52.8	11.8	0.6	12.4	15.5
Disabled	17	100.0	50.0	35.7	14.3	N/A	14.3	15.5
Migrant Status	11	100.0	50.0	30.1	1 1.0	. 1// 1	1 1.0	10.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	200	100.0	36.0	51.4	12.0	0.6	12.6	15.5
English Proficiency								
imited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	191	100.0	33.7	53.0	12.7	0.6	13.3	15.5
Socio-Economic Status								
Subsidized meals	174	100.0	36.7	49.3	13.3	0.7	14.0	15.5
Full pay mode	200	100.0	22.0	04.0	4.0	NI/A	4.0	45.5

100.0

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

thomest teging o/o Proficient olo Balom Basic o/o Advanced N. Advanced olo Tested olo Basic English/Language Arts Grade 3 60 N/A 30.5 50.8 18.6 N/A 18.6 60.3 Grade 4 64 N/A 25.4 14.3 N/A 14.3 52.0 N/A 12.0 Grade 5 51 N/A 36.0 12.0 Grade 6 N/A N/A N/A N/A N/A N/A N/A N/A Grade 7 N/A N/A N/A N/A N/A N/A Grade 8 N/A N/A N/A N/A N/A N/A N/A Grade 3 100.0 32.7 30.9 N/A 36.4 64 36.4 Grade 4 64 100.0 30.0 56.7 13.3 N/A 13.3 50.0 45.0 Grade 5 72 100.0 5.0 N/A 5.0 Grade 6 N/A Grade 7 N/A N/A N/A N/A N/A N/A N/A Grade 8

				M	athematio	S		
	Grade 3	60	N/A	37.3	59.3	1.7	1.7	3.4
	Grade 4	64	N/A	36.5	47.6	9.5	6.3	15.9
2002	Grade 5	51	N/A	50.0	40.0	10.0	N/A	10.0
2	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	64	100.0	32.7	58.2	9.1	N/A	9.1
	Grade 4	64	100.0	31.7	53.3	13.3	1.7	15.0
2003	Grade 5	72	100.0	43.3	43.3	13.3	N/A	13.3
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 375)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.9%	Down from 6.2%	3.4%	2.4%
Attendance rate	95.7%	Down from 96.8%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.6%	Up from 5.8%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.9%	Up from 4.6%	8.4%	8.0%
Older than usual for grade	1.6%	Up from 0.6%	2.7%	1.1%
Suspended or expelled	0.8%	Down from 1.8%	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	71.4%	Up from 65.5%	47.2%	50.0%
Continuing contract teachers	92.9%	Up from 86.2%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	r 83.2%	Up from 77.0%	82.3%	86.2%
Teacher attendance rate	94.0%	Down from 95.7%	94.6%	95.3%
Average teacher salary	\$42,372	Down 4.6%	\$39,111	\$39,909
Prof. development days/teacher	11.5 days	Up from 8.9 days	12.9 days	11.4 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio	17.6 to 1	Up from 14.3 to 1	17.3 to 1	18.9 to 1
Prime instructional time	87.9%	Down from 91.0%	88.2%	89.7%
Dollars spent per pupil*	\$6,929	Down 6.5%	\$6,289	\$5,892
Percent spent on teacher salaries*	74.2%	Down from 74.3%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	20.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Arden Elementary made significant progress during the 2002-03 school year. We had several faculty and staff to receive recognition and rewards this year. Many students received awards for accomplishments in the arts. For example, six of our students were first-place winners in an art contest sponsored by the Richland County Recreation Commission. Another student was a third-place finalist in the Homeless Awareness Poster Contest, sponsored by Richland County Council. One of our first-grade classes won first place in the Earth Day Poster Contest, sponsored by the Richland Conservation District.

According to the rating index, Arden students made gains for the second year in a row, as measured by their performance on PACT. During the course of the year, all teachers were trained in the Fred Jones Tools for Teaching, a classroom management and motivational program. Several teachers received extensive training, and, in turn trained the staff. As the training was not completed until late February, the full benefits will not be realized until next school year.

Arden completed an intensive self-study related to the Southern Association of Colleges and Schools (SACS). The results show a need to concentrate on problem solving in math, cooperative learning, and involvement of parents in the schooling of their children. Plans have been made for professional development in the first two areas in preparation for next school year.

Over the last school year, we acquired 10% of our students for whom English is not their native language. Our first challenge is to ensure that we develop a school climate in which all students feel safe, secure, and eager to learn. Second, we must help non-native English speakers in our school quickly become proficient in English and grade-level content, so that they will have the best opportunity to perform at high levels on the PACT. No Child Left Behind (NCLB) regulations require them to take PACT regardless of fluency in English or length of time in the USA. Students who are native English speakers will have opportunities to enhance their proficiency in Spanish, as the native language of many of our students is Spanish (all Arden students are taught Spanish). In addition, we have golden opportunities to learn about other cultures.

Because the active involvement of parents is so crucial to our success, we intend to assign to a member of our staff the responsibility of coordinating and intensifying our activities to involve parents.

Eugene George, Principal, Arden Elementary

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.